

6 August 1964

TO: Mr. Baird

I have read the Program for the Establishment of a Career Corps in the CIA and I am amazed at how we have come full circle from 1951 to 1964. It is so similar and even in some details, identical, with the Midcareer Training Program of 1964, that it makes you wonder. The Professional Trainee and Career Corps of 1951 are now, in 1964, the Junior Officer Trainee and the Midcareer Training Program, respectively.

The Retirement Bill now pending in Congress seems to have started back in 1951 (page 69).

I would like to discuss this with you at your convenience anytime after I return on Tuesday, 11 August.

ERW/rb
E. R. W.

A PROGRAM
FOR THE ESTABLISHMENT OF A
CAREER CORPS
IN THE CENTRAL INTELLIGENCE AGENCY

7 AUGUST 1951

(Submitted to DCI 3 July 1951)
(Approved by DCI 24 July 1951)

Return to OTR/ARO

Job # 57-323

SECRET

Note that in July 1951 this proposal was approved in principle by the DCI and the D/Pers. The Career Corps concept was approved.

Think where we'd be today if we'd gone ahead then!

What happened?

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6/24/98

24 July 1951

MEMORANDUM FOR: The Director, CIA
FROM : Assistant Director
SUBJECT : Proposal for the Establishment of a
Career Corps

1. I have reviewed this proposal, submitted to you 3 July 1951 by the Director of Training and have discussed the plan, in general, with him. X

2. There is considerable detail on the plan that will require the most closely defined coordination between Personnel and Training but, I am confident that this can be worked out between the two offices without any difficulty. X

3. Also, the Career Management Program, covered by Appendix I, is an essential element of the overall plan but will need more developmental study which I am sure can be accomplished as the initial phases of the survey get underway. Because the Agency is generally understaffed now and in order to gain the essential cooperation of the Assistant Directors, I suggest that rotation of the present Agency employees selected for the Career Corps be delayed until operating offices are nearer to their table of organization goals. X

4. I am in hearty accord with the proposal, subject to the above minor qualifications in timing, and recommend that you approve the plan in principle.

/s/ F. Trubee Davison
F. TRUBEE DAVISON

1st Indorsement

TO: General Davison

1. I do so approve.

/s/ W. B. S.

You should read this page.

NOTE:

1. Not only importance of young new employees in Career Corps concept but also concept of internal selection - just where we are today!
2. 1951 recognition of Agency-wide Career Management Program.
3. The DIR's admission that the O/Pers should carry the ball and his offer of wholehearted support.

SECRET

MEMORANDUM FOR: Director of Central Intelligence

FROM : Director of Training

SUBJECT : A Proposal to Establish and Implement a Career Corps Program in CIA

3 July 1951

1. Since its inception six months ago today, the Office of Training, in compliance with your verbal instructions, has given priority to planning for the establishment of a Career Corps. The formulation of a plan for so vital an Agency-wide program merits more than a six-months attack by my limited staff. However, the recent news release on the Agency Career Corps Program impels me to submit herewith the plan as now developed, with probable imperfections which a later submission might have eliminated.

2. The plan rests upon two basic assumptions:

In the future
a. Ultimately the quality of our personnel will depend upon highly selective recruitment at the junior level, but the Career Corps itself could not and should not be recruited from without the Agency, but rather should be selected from those employees who have demonstrated their ability through a period of service in the Agency. X

b. A program for a Career Corps, to be successful, must be integrated with a career management program for the Agency. X

As a corollary to assumption (b) there is also submitted herewith the proposed plan of Agency-wide Career Management, into which the Career Corps program must itself be integrated. X

3. Career Management and many phases of the Career Corps proposal are properly the responsibility of Personnel. If this plan is approved in whole or in part, I recommend that the Director of Personnel be made responsible for implementing those portions of the plan that are properly functions of his Office. He will, of course, have the wholehearted support of the Office of Training.

4. I cannot emphasize too strongly that a sine qua non to the successful execution of a plan of this type is the unqualified support of the Director of Central Intelligence and his Assistant Directors. Our study of the subject indicates that Personnel and Management have advanced similar proposals for career development in the past but that former Directors failed to give them implementing support.

Distributions:

Addressees:

DDCI

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DDP

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O/TR

MATTHEW BAIRD

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4 charts of test

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GLOSSARY

Certain terms used in a restricted or unusual way are defined below:

- | | |
|----------------------------------|---|
| Applicant | - A young man or woman who wishes to become a professional trainee, and eventually a careerist, and has been recommended by a contact or Personnel Procurement. |
| Basic Training | - A course in general intelligence at the CIA level, together with language and other instruction, designed to prepare a professional trainee for work in CIA. |
| Candidate | - An employee of two years standing who wishes to enter the Career Corps. |
| Career Corps | - Employees who have been selected for rotation and training in preparation for positions of great responsibility, and those who hold such positions. |
| Career Management Program | - The program of selection of careerists, and their subsequent training and advancement. |
| CIA Intelligence School | - The school offering intelligence courses, from Basic Training to the National Intelligence Course. |
| Contact | - A consultant in an educational institution who guides and recommends applicants. Contacts will be established in the separation centers of the Armed Forces for the same purpose. |
| Generalist | - A member of the career corps whose aptitudes and interests justify extensive training and rotation in and out of the Agency, to prepare him for Agency-wide jobs and other positions of great responsibility. |

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National Intelligence Course

- A final course for careerists, devoted primarily to research in seminars on actual intelligence problems.

Professional Trainee

- A young man or woman of high potential, selected for Basic Training and placement in CIA.

Specialist

- A member of the Career Corps whose excellence in a particular field or office indicates that his training and rotation should be directed toward improving his work in his specialty.

Training Slot

- A T/O position established above the normal T/O of an Office, designed to facilitate initial placement of professional trainees and rotation of careerists.

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INTRODUCTION

The intention of establishing a Career Corps within the CIA was succinctly stated by General Smith as follows:

"I am trying to build up a corps of well qualified men here who are interested in making a career with the Central Intelligence Agency. To effect this, I recently established a training section which functions - as much as I dislike the term - as a sort of career management office."

Walter Bedell Smith
To Hon. John McCloy
17 March 1951

The Office of Training has studied the problem of establishing a Career Corps from various angles, and has consulted experts in career management outside the Agency, as well as experienced executives within the Agency.

The problem involves recruitment of extremely able young men and women from outside the Agency, selection as careerists of the most able people already in the Agency, and improvement of the value of members of the Career Corps to the Agency by training, rotation and other experiences. A system of career benefits and security must be established for careerists. The recommendations made in this report are centered around annual evaluation intended to uncover the most able people available.

Only people with at least two years of service in the Agency are here considered eligible to become Careerists.

Certain problems are closely connected with the matters discussed here, but have been given only passing attention at this time, because they are subsidiary to the main problem. One is the establishment of career benefits and security (Appendix R). Another is the proper use of military personnel on duty with the Agency, not only from the point of view of their maximum utilization by us, but also of their own professional improvement (Appendix O).

X

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The problem in 1951 is the same as the problem in 1964.

NOTE: That what became the Junior Trainee was recommended in 1951 as the Professional Trainee.

Specialist vs/and Generalist

That College Consultants Program was recommended by DTR.

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THE PROBLEM

- A. To devise a plan to select, recruit, and train young men and women of great promise, and to place them in the Agency where they will be of the greatest use. || X
- B. To devise a method of identifying those employees of the Agency who have the highest potential for further development; to train and rotate them within and outside the Agency in such a way that they will develop the greatest usefulness to the Agency; and to place them in the most important positions. || X
- C. To provide the training necessary to implement A and B. (C)(1)
- D. To coordinate A, B and C.

DISCUSSION

The problem is discussed under the headings:

- I. Criteria for Selection of Professional Trainees. Minimum qualitative criteria are established in terms of education, leadership, personality and health. Specific criteria are established on the basis of the present needs of the Agency, in terms of education, specialization, research and experience. | X
- II. Recruitment of Professional Trainees. Recruitment on the basis of the general and specific criteria should bring into the Agency a continuous flow of young men and women, of whom many will prove to be able specialists, and a few will eventually develop into generalists capable of filling high executive positions. | X

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Note 1951 recognition of: value of assessment, basic training, performance evaluation, placement.

In 1951 we also recognized the need of training slots or a Development Complement. We need them even more in 1964.

I contend that what I recommended in 1951 is still sound in 1964.

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I contend that what I recommended in 1951 is still sound in 1964.

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been with the Agency a minimum of two years, and who are under 40 (45 for the first year of the program). Those who stand out will be tested, as will other employees in this category who wish to compete for Career Corps selection. Each year, the best candidates will be selected as members of the Career Corps, which will consist of specialists, whose capacities and interests indicate that they are superior within their offices and should stay there, and of generalists, whose capacities and interests indicate that they are capable of filling Agency-wide positions.

VI. Training of Career Corps Specialists will be designed to increase their competence within their offices. It will consist of advanced intelligence courses; area and language study; scientific, economic and technical study; rotation within the Agency; and travel—all to be arranged in and out of the Agency by the Office of Training in consultation with the Office of Personnel and the Assistant Director concerned.

VII. Training of Career Corps Generalists will be designed to increase the breadth and competence of the individual in the Agency as a whole, rather than to deepen his specialized skill. It will consist primarily of study in the National Intelligence Course which is now being established and other high-level Service and governmental courses; and rotation throughout the Agency and outside the Agency. The ultimate purpose of the training will be to produce a Director of Central Intelligence.

Matters of detail are discussed in the appendices.

The discussion is expanded in the next section.

RECOMMENDATIONS

1. That you approve the report in general.
2. That you authorize the Directors of Training and Personnel to carry out detailed implementation.

xiii

SECRET

Sound today.

DISCUSSION

I. SELECTION CRITERIA FOR PROFESSIONAL TRAINEES

Our problem is to select able and versatile young people who will fit into several offices of the Agency, and to construct a program of training and rotation that will develop their capabilities to the utmost. Through the 100 Training Slots allotted to the Office of Training, we will bring in annually 200-300 professional trainees who meet the general and specific criteria. A professional trainee is a young man or woman who appears to have a great ability and promise, wishes to make a career in CIA, and is receiving basic training.

A. General Minimum Criteria for Selection

A bachelor's degree from a good institution, with very high standing (from upper 1/4 to 1/10 of class depending on institution and other factors). A mediocre undergraduate record will be disregarded only if the applicant has subsequently shown brilliance in graduate school, in the Services, or in other fields); skill in a language of immediate utility, or proven language learning facility, demonstrated by successful study of two languages, or study of one beyond the elementary level; evidence of leadership and breadth shown by participation in non-academic pursuits; good personality, especially tact; sound health and morals; previous military service, or willingness to enter service at our direction; soundly motivated desire to make a career of CIA; willingness to accept anonymity. In the case of an unusually well qualified person, exception may be made to these requirements.

B. Negative Criteria

We do not want as professional trainees people with: poor academic records; excellent academic records and nothing else; physical defects serious enough to be a handicap in overt work; more than the most minor emotional defects; a record of failure in language study; unwillingness to go overseas; unsound motivation.

Sound today.

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The Agency will no doubt properly continue to employ as specialists people who meet these negative rather than the positive criteria. If they are successful, they may be selected as careerists by the procedures described in V.

C. Specific Criteria

(Figures based on Agency needs and on information supplied by Assistant Directors.)

Out of any group of 100 trainees, there should be about:

- 38 College graduates
- 5 Engineers, with some experience in production
- 7 LL.B.'s, preferably with undergraduate majors in Social Sciences, Area Studies, or International Relations. A few ~~of them~~ should be administrators.
- 50 Ph.D.'s or graduate students who have not completed the Ph.D., but have progressed far enough so that they have actual research training and experience.

These figures are intended only as a guide to selection and recruitment, and should not be regarded as a Table of Organization. A first-rate man must not be excluded because his category is full, nor may a second-rater be brought in merely to fill a slot. The figures should be continuously revised in the light of job descriptions for current vacancies. (A more detailed breakdown is given in Appendix A.)

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Essentially what we are doing today or should be doing.

OTR is doing what it had the authority to do.

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Essentially what we are doing today or should be doing.

OTR is doing what it had the authority to do.

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Essentially what we are doing today or should be doing.

OTR is doing what it had the authority to do.

The survivors will be brought to Washington and interviewed and assessed with our current needs in mind. (The testing and assessment program is described in Appendix C.)

There must be sufficient data common to all groups to permit comparison among them. Final selection from among the candidates should be made by the Director of Training after consultation with the Director of Personnel, who has ultimate placement responsibility. Training liaison officers from the appropriate offices will be consulted before employment of trainees.

(It is possible and desirable that some men and women whom we would be glad to take at the bachelor's level will wish to go immediately to graduate school. If they wish to study a relevant subject, they should certainly be encouraged to do so. They should not be subsidized by us, since any one who is good enough for this program will have no difficulty in obtaining a fellowship or assistantship. Others may take their military training after the bachelor's degree. A proposed arrangement with the Armed Forces will be described in Appendix D.)

Obviously the 1951 basic training of professional trainees has been greatly expanded and refined.

III. BASIC TRAINING OF PROFESSIONAL TRAINEES

The purpose of basic training is to give the professional trainee the basic skills and knowledge necessary to an intelligence officer. Under present conditions, with the Table of Organization only about half full, training must be kept as short as possible, in order that the trainees may be absorbed in the Agency at the earliest possible date.

(The entire course of basic training described below is at present available only to professional trainees, but as soon as the demands of the offices become less pressing, it will be offered to all new professional employees.)

The training program must be controlled and expanded in such a way that instruction will always be given by experts who are well qualified either by experience in the field, or by long study of the subject. Under no conditions will canned lectures or teaching from a manual be permitted.

A. Basic training for professional trainees, already in operation.

1. Before trainees enter on duty, they will have been clearly informed that they are not an elite corps, and that their future in the Agency depends on their performance. Further training and preferential treatment will result only from selection through the procedures described in V.
2. The basic course for trainees will last twelve weeks and will be offered three times in the first year beginning in July, October and March, and six times in subsequent years. It will be designed to give the students the following knowledge and skills:
 - a. The fundamentals of Russian, and an elementary knowledge of the Soviet area. These are basic tools under present circumstances. Students already competent in Russian will be given other language training. The mornings will be devoted to this course (Appendix E).

Obviously the 1951 basic training of professional trainees has been greatly expanded and refined.

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- b. The fundamentals of intelligence, basic to all offices, but not special to any. Trainees will learn the place of CIA in the total intelligence and governmental structure. They will acquire such skills and concepts as are necessary to all intelligence officers. Considerable attention will be given to the study of problems. The curriculum will include training in rapid reading and comprehension, and in report writing, designed together to speed the processing of documents, and to improve the quality and clarity of writing. The afternoons will be devoted to this course. Either during or at the end of this course, trainees will attend selected lectures in the CIA Orientation and Indoctrination Course, or its equivalent. (A description of the intelligence training is given in Appendix F.)
 3. Throughout their training, trainees will be continuously evaluated by their instructors and other members of the Training Office, in order to determine their quality and the type of work for which they are initially best suited. Unsatisfactory trainees will be dismissed if a job that they cannot handle cannot be found (Appendix G).
 4. At the end of their basic training, trainees will be placed within the Agency, either in a regular or a training slot (See IV.).
- B. Proposed expansion of basic training, to be implemented as the Table of Organization fills and the demand for speedy release of personnel weakens.
1. Elementary area programs; about three months in duration (See VI, C.).
 2. Advanced courses in Russian and other slavonic and satellite languages for trainees who already have a basic knowledge of Russian, and courses in semitic and oriental languages (See VI, B.).

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Note again, no use of junior OT.

We probably changed name later because
we didn't want to call them POTS.
(Professional Trainees)

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IV. INITIAL PLACEMENT OF PROFESSIONAL TRAINEES

A. Placement Procedure

The trainee's initial assignment is of great importance, not only in terms of his own development, but of the efficiency of the offices and the Agency as a whole.

Every effort will be made to place the trainee in the most suitable position available. His academic and other qualifications will be studied, his personality and aptitudes will be assessed, and his interests will be ascertained. His performance in basic training will play an important part in the nature and level of his placement.

Assistant Directors and their representatives will be invited to interview appropriate trainees late in the training period, and to express interest, or lack thereof, until the trainee is placed in an appropriate office and a suitable position.

B. Training Slots

If the criteria for selection and the process of recruitment were perfect, there would be no problem of placement. Since they are probably not, provision should be made for a very few training slots in the Table of Organization of each Office, to be used for trainees, as well as for rotation of Career Corps personnel, as described below (VI). These slots will have the further advantage of taking up slack when there is a temporary lack of openings in particular categories. The Directors of Training and Personnel should be authorized jointly to place trainees in training slots, after consultation with the Assistant Director. (The necessary changes in the Tables of Organization are outlined in Appendix H.)

No trainee may remain in one training slot for more than six months, at the end of which he must either be absorbed into the regular Table of Organization of the Office, absorbed elsewhere in the Agency, either in a regular or training slot in another Office, or dismissed at the joint discretion of the Directors of Personnel and Training on the recommendation of the Assistant Director.

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In offices where rotation of new personnel is customary, it may be found desirable to move trainees through a logical succession of training slots within the office before they are initially placed, but only with the consent of the Assistant Director concerned.

C. Evaluation by Supervisors

Four to six months after the initial placement in a regular slot, a representative of the Office of Training will request the supervisor of the trainee to make a preliminary evaluation of his work. This evaluation will confirm or contradict the original evaluation, selection and placement of the individual, and may lead to a change in the criteria for selection and methods of recruitment. It will provide a means of evaluating basic training, and grounds for modifying training when necessary. It will also reveal obvious misfits, who will be either moved or dismissed (Appendix G).

Once a trainee is placed in a regular slot, his future will depend on his performance. Personnel will have the same interest in him that it does in all employees, but Training, except for the evaluation first mentioned, will become actively interested in him again only when he emerges, if he does, as a candidate for the Career Corps after two years in the Agency (See V).

Genesis of our 1964 Career Development Program and our Midcareer Program.

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V. SELECTION OF CAREER CORPS

Next to initial recruitment, the most critical problem in the Career Development Program is the early and accurate selection of the Career Corps. The Career Corps is composed of men and women of superior ability and performance and includes specialists, who are outstanding in a single office; and generalists, who are willing and able to fill important executive positions that involve the whole Agency in one way or another. (A more detailed discussion is given in Appendix I.)

X

- A. All Agency personnel in grades from GS-9 through GS-13, who have been on duty for at least two years, and who are under 45 for the first year this program is in operation, and under 40 thereafter, will be studied annually by Personnel to identify those who have high potential and should be considered for Career Development through further training and rotation.

X

The group, GS-9 through GS-13, is of manageable size and is capable of close study.

Justification for these grades: Professional personnel who have not advanced to GS-9 in two years under current practices of promotion, are of low potential. It is further assumed that GS-14's and above are already careerists, well established and professionally competent, so recognized by their superiors, and for whom further training may be desirable; or else fall into categories that would make further training impractical or unnecessary.

X

Nevertheless, for the first year that this program is in operation, it will be necessary to study personnel GS-14 and above, to determine which of them should be considered members of the Career Corps.

X

- B. The Career Corps will be selected as follows:

1. Appraisal by supervisors will be combined with age and grade, and graphically

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represented, to reveal those who stand out. (Detailed discussion of this procedure will be found in Appendix I.)

2. The preliminary group thus selected will undergo further evaluation designed to reveal:
 - a. aptitude potential for improvement;
 - b. intelligence, aptitude, and personality;
 - c. knowledge of the intelligence process;
 - d. ability to work from evidence in an intelligence problem;
 - e. knowledge of current affairs, together with historical and economic background; and
 - f. ability to learn languages

(The procedure will be discussed in Appendix J.)

For two years, or until the career program is well established in the Agency, it will be necessary to permit all employees GS-9/13 to take the tests if they wish, as a check on the appraisal. Allowance must be made throughout this process for different levels of performance at the various grades and by persons with different kinds and amounts of service.

3. On the basis of the appraisal, evaluation and tests, two small groups will be selected: the candidate specialists and the candidate generalists. The candidate specialist will appear before the Board of Review in his office (Appendix I), which will determine whether or not he is to be considered a specialist. The Board, with a representative of the Office of Training, will lay out a course of study and/or rotation.

The smaller group of candidate generalists will appear before a Board of Examination and Review (Appendix I, Section A), composed of the Director of Central Intelligence or his representative, the Director of Training or his representative, the Assistant Director

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of the office involved or his representative, the Director of Personnel or his representative, and other appropriate persons. The board, through interviews, and any other means it wishes to employ, will make a final judgment that the candidate is or is not to be considered a generalist.

C. The successive steps of appraisal, evaluation and interview will reveal the two groups with which the Career Corps Program is concerned:

1. Specialists who are highly satisfactory in their present position, whose desires and aptitudes indicate that they should stay in that sort of work, and whose potential justifies further training and promotion. Some of this group may become Assistant Directors, but they will remain in their original offices.
2. Generalists who are highly satisfactory in their present positions, but whose aptitudes and interests justify extensive training and rotation throughout and outside the Agency, to prepare them for Agency-wide jobs; and other positions of great responsibility.

D. The specialists and generalists are the Career Corps. Selection for the Career Corps does not mean immediate promotion, but greater opportunity.

X
This is
the essence
of our
1964
Midcareer
Development
Program!

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VI. TRAINING OF CAREER CORPS SPECIALISTS

The purpose of career training for specialists (V, C, h) is to improve their efficiency and range in the offices in which they work and to which they will return. Assistant Directors may rest assured that personnel released for training as specialists will return to their office of origin, and that they will be at least partially replaced by other members of the Career Corps rotated into their office from other offices, or by professional trainees. The proposed training slots in the offices will be used to facilitate rotation (Appendix H). Since some specialists will become Assistant Directors, a broad variety of training will be made available. Programs will be tailored to individual needs.

The training may be designed to impart new skills and knowledge, to refresh and improve existing skills and knowledge, or simply to get the individual out of a rut by a change of environment and concentration. The last will be of particular value to analysts, scientists and librarians, who are likely to fall into habits and attitudes of mind that are not necessarily the most productive. Training for specialists will be arranged individually, after consultation and agreement with the Assistant Director and his Board of Review (Appendix I, Section A).

Some of these objectives may be accomplished by training courses already existing or to be established within the Agency. Others may best be achieved in universities, industries or other government agencies, or by travel. (A sample plan of rotation and training is discussed in Appendix K.)

- A. The advanced intelligence course will be of value to nearly all in this group, particularly the less experienced (Appendix L).
- B. The simplest problem is the acquisition of a language. When there is considerable demand for a language, instruction can be handled most economically by arranging with an institute or university to set up the required language training for the group. Language training will

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be set up within the Agency for those who cannot be trained outside because of the demands of their duties here, or because of security, or those who have a language skill that can be improved by part time work. In the case of languages for which there is scattered demand, instruction can best be arranged through outside institutions, preferably local, on an individual basis.

The best way to study a language is full time, with complete leave of absence from other duties. Compromises may be made, but only at the cost of efficiency and speed (Appendix M).

- C. Somewhat more complicated is the problem of area study. Two elementary area programs should be established, preferably in local educational institutions, or within the Agency; one on the European orbit of the USSR, and one on China and the Far East. For more advanced study, and for study of other areas, specialists must be sent to academic institutions. Existing resources are being studied, with the help of the Social Science Research Council. In a very few cases, such study may be accomplished in a summer session, but in most instances, an academic year or even two will be required (Appendix P).
- D. The Office of Scientific Intelligence has a particular need for a program on Soviet Science, combined with area study, and the effect of science and technology on international relations. This question is being studied. The purpose may be accomplished in or out of the Agency. Such a program should also be useful to the Office of Research and Reports (Appendix P).
- E. A course on economic intelligence, and its use in support of economic warfare and operations will be developed.
- F. Scientists, economists, and other specialists will be sent to universities, either as students or as research associates, to increase their substantive knowledge, or to carry out research, or simply for professional refreshing (Appendix P).

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- G. In many cases training in an industry, foundation or laboratory will be more useful to scientists, economists, and other specialists than university training (Appendix P).
- H. In some cases, travel and study in an appropriate and feasible area will be the most desirable program, whether for training or refreshing. This might sometimes be accomplished through rotation in one of the operational offices or through the Foreign Service (Appendix K).
- I. Rotation within the Agency, through use of training slots in the offices, will be desirable in cases where the work of an individual is or will be closely connected with that of another office, but in all cases the purpose of such training will be to make the specialist more competent in his own office, to which he will return (Appendix K).
- J. With the cooperation of Office of Scientific Intelligence, short courses in the present knowledge and capacities of Soviet scientists in the various fields, and of the present and potential capacities of Soviet weapons should be established, not only to increase knowledge, but to overcome some of the superficial contempt for Soviet science that is current. These courses should be open to personnel from other intelligence agencies.

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VII. TRAINING OF CAREER CORPS GENERALISTS

Generalists (V, C, 2) are those very rare individuals who have the capacity to bring together many aspects and branches of the intelligence problem and organization, and wish to do so. Their need is not for specialized training, but for increasing areas of responsibility and experience on the one hand, and for rotational experience within the Agency, as well as in other intelligence agencies and other governmental agencies which have mutual intelligence needs.

Whereas the purpose of Specialist Career Training is to produce better specialists, there is considerable doubt that any particular effort should be made to improve the special skills of the generalists, excepting to broaden their language ability, increase their first hand knowledge of important foreign areas, and to give them enough experience in the various offices of the Agency and other intelligence agencies so that they can understand their products, and know their limitations and capacities.

Therefore, while a high percentage of this group will have benefited as specialists from the sort of training described in VI, before they have been identified as generalists, an entirely new emphasis must subsequently be placed on their career development. The purpose of their training is to produce Directors of Central Intelligence, Deputy Directors of Central Intelligence, Assistant Directors, and Deputy Assistant Directors, Assistants to the Director, members of the National Estimates Board and other key people. (A sample plan of rotation and training is presented in Appendix N.)

- A. On the academic side, the first need is for a national intelligence course, not only for this group, but for the personnel of other intelligence agencies (Appendix R).
- B. Generalists should be rotated throughout the Agency, by means of training slots.
- C. They should also attend the National War College, Naval War College, Industrial College of the Armed Forces, participate as members of the Staff

*This is the
essence of
our 1964*

*Mid career
Executive
Development
Course!*

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Genesis of our 1964 Career Development Program and our Midcareer Program.



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of, or attend the General Staff and Intelligence Schools of the Armed Forces and the advanced Foreign Service Officer's Course at the Foreign Service Institute of the State Department.

- D. During, before or after the period of rotation within the Agency, generalists should serve long enough (at least one or two years) in one or more of the intelligence or operational agencies of National Security Council Staff, State, Navy, Army, or Air Force to understand their methods and objectives.
- E. Time should be given the generalist for study of foreign intelligence systems, both friendly and unfriendly. Materials in the possession of the Agency will be made available through the Office of Training.

At the end of the period, the generalist should be ready for positions of great responsibility on the level of Deputy Assistant Director and Assistant Director, and after experience on that level, to serve on the immediate staff of the Director or Deputy Director, and finally for Deputy Director of Central Intelligence and Director of Central Intelligence.

(Note: Jobs in the Agency fall into four categories: technical, administrative, overt analytical and research, and covert operations and collection. Specialists should be rotated within one of these groups, but not among them. The above has been written on the assumption that it is possible to find generalists capable of understanding each office, though not necessarily of specializing in its work.)

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APPENDIX A

SPECIFIC CRITERIA FOR INITIAL SELECTION

(Figures based on Agency needs and on information supplied by Assistant Directors.)

Out of any group of 100 trainees, there should be about:

- 38 College graduates with fields of concentration that bear some relationship to reality. Of these:
 - 24 should be potential operators
 - 4 should have unusual language training
- A few should be administrators.
- 5 Engineers, with some experience in production
- 7 LL.B.'s, preferably with undergraduate majors in Social Sciences, Area Studies, or International Relations. A few should be administrators.
- 50 Ph.D.'s or graduate students who have not completed the Ph.D., but have progressed far enough so that they have actual research training and experience. Of these:
 - 4 in Political Science, Sociology, History or International Relations
 - 7 in Economics
 - 12 in Area Studies
 - 3 in Modern Languages
 - 5 in Physical and Biological Sciences
 - 19 in these or other fields, provided they have strong contemporary interests, and are interested in concrete questions

*only some
what out-
dated in
1964.*

In view of existing shortages, the numbers of economists, scientists, and area specialists recruited for the coming year should exceed these figures.

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Pages 22 thru 30:

Sound enough in concept but impracticable in terms of man-power and money.

But we're still doing in 1964 what is feasible of the 1951 recommendations.

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APPENDIX CTESTING AND ASSESSMENT OF APPLICANTSA. [REDACTED] Field Testing ProgramI. Assumption

The Professional Trainee Program is sufficiently publicized by the Central Intelligence Agency among colleges and universities so that there are at least two thousand excellent prospects each year. Some of the applicants would be recommended by college contacts, contacts in the Armed Forces, and Personnel Procurement. Others would apply on their own initiative.

Personnel Procurement authorities in CIA review personal history forms, medical questionnaires, security check sheets, and other application forms and weed out persons who could not pass CIA employment standards. If possible, at least one thousand would be recommended for testing [REDACTED]

II. Testing Procedure

[REDACTED] has well-trained examiners strategically placed throughout the country, especially in cities having higher educational institutions. Such testing centers have been selected [REDACTED] because of the geographic accessibility to students throughout the country. A few days before the testing program, [REDACTED] [REDACTED] would send testing kits to the examiners, one kit for each applicant to be tested. Applicants would report to these testing centers for a one-day objective testing program. The testing programs would be held three times each year, possibly February, May and October. Only as many testing kits would be opened as there were applicants to be tested. Unused testing kits would be returned [REDACTED] with

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the envelope seal unbroken, along with the used testing kits. [] would score all tests; rank individuals in respect to each test; compile distributions, norms, and other statistical data for that particular testing program; contrast these statistics with norms from previous CIA testing programs, and on the basis of selection criteria devised [] and the Office of Training, asterisk those applicants who were sufficiently outstanding to warrant assessment. The information outlined in the paragraph would be summarized [] and sent to the Office of Training within two weeks so that the Assessment Team could get to work assessing the more outstanding applicants first. Applicants who did not meet the criteria for professional trainees [] Tests would be reviewed by Personnel Procurement for possible assignment in other slots in the Agency.

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III. [] Testing Battery

For the most part the [] program would consist of objective-type examinations. The final battery will need to be worked out in detail later, but the tests and questionnaires outlined below would constitute the core of this program. Applicants will be required to devote the whole day to the testing.

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1. Briefing by the examiner re testing procedures and program for the day, and the signing of a secrecy agreement re tests and procedures.
2. The applicants fill out:
 - A Biographical Questionnaire which would have questions re college degrees, academic honors received, class standing, leadership in non-academic college pursuits, willingness to serve overseas. Biographic information is often relevant to job placement; such forms are an essential part of all intensive psychological examinations given in the military services.
3. A 30-minute Test of Mental Speed calibrated for such highly qualified applicants.

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4. A 30-minute power Test of Logical Reasoning.
5. A 30-minute Current and World Affairs Test.
6. A 20-minute power Test of Verbal Intelligence.
7. A 30-45 minute Vocational Interest Inventory, for the purpose of determining which vocational interests are strongest for Agency placement.
8. A 2-hour subject matter test covering physical, biological and social sciences. This examination would include the standard subjects. A complete section would be devoted to testing fundamentals of good report writing such as English usage, spelling, punctuation and capitalization, and reading comprehension.
9. A 45-minute Temperament-Personality Inventory, for the purpose of screening out possible psychopaths and extreme neurotics.
10. A 30-45 minute written Interview Questionnaire, which is a projective psychological technique designed to reveal attitudes, interests, and motivations related to CIA activities.

Tests No. 3 to 9 inclusive, would be scored by [redacted] and the statistics would be sent to Office of Training. In addition, [redacted] [redacted] would furnish a profile of tests No. 7, 8 and 9 for each applicant. Test No. 2 and 10 would be sent to the Office of Training for reading and interpretation, although for test No. 2 scoring keys would ultimately be developed to simplify interpretation for some of the variables important in the Biographic Questionnaire.

The tests and questionnaires enumerated as elements in the test battery are at present available either in CIA or from publishing houses and universities which sell psychological tests. For the first year we shall have to draw from these sources but as the program continues year after year, it will be highly desirable for reasons both of security and effectiveness [redacted] and the

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Psychological Staff of the Office of Training devise tests and questionnaires specifically designed for CIA needs. In certain tests, only revisions and some additional standardization and validation are needed, since considerable CIA work has already been put into them; for example, Nos. 2, 4, 5 and 6, and 10. However, it is desirable to develop completely new forms for Nos. 3, 7, and possibly 9. No. 8 will require a certain amount of research, but not too much time should be required to put out a new CIA form since [redacted] is preeminent in this field.

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Not only is it desirable to have these tests and questionnaires developed specifically for CIA, but also we should have alternate-equivalent forms for each test and questionnaire for use in localities where it appears that the items and questions in the test have become too well-known. Such alternate-equivalent forms are especially desirable since in some places three testing sessions may be held during one year, which will make it possible for some of the early applicants to pass on clues and information to subsequent applicants. In such places the alternate-equivalent form would be substituted for the original. Both the original and the alternate-equivalent forms would be revised each year. Some of the tests would not need very much revision, such as Logical Reasoning, Mental Speed and Verbal Intelligence, but others such as Current and World Affairs would have to be brought up to date. Priority would be given to the revision of those tests in which items become stale or in which cribbing is easy.

It is not contemplated that [redacted] will find any great difficulty in setting up an orderly and efficient schedule of testing programs throughout the country three times each year. Perhaps during the first year there will be a slight amount of confusion, but during the following years the testing programs should prove of no great difficulty, especially if there is someone in the Office of Training designated to coordinate [redacted] activities. Their big job will be to develop, revise, standardize, and validate tests, questionnaires and techniques related to the objective testing program. They will need to expend considerable

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effort in this direction during the first two years. After this, they will have to devote substantial numbers of research hours each year to keeping the tests, questionnaires and techniques up to date by incorporating research findings in the battery. If the job is properly done, more or less as outlined, CIA will have a more comprehensive and objective battery of tests than is being used by the Foreign Service or any of the military services. In terms of economy, it would mean that the Assessment Team would not waste their more expensive man-hours in assessing those who are unqualified for CIA.

B. Assessment Prior to Final Selection

During World War II the British developed, through the War Office Selection Boards, a new type of scientific personnel selection known as assessment. In the War Office Selection Boards the person being assessed was asked to carry out a variety of practical problems in real-life situations. He was observed and tested by military officers, psychologists, psychiatrists and the commanding officer of the Selection-Assessment School. Prior to the establishment of the British Selection-Assessment School, five out of ten persons failed successfully to complete training schools in Scotland, even though these prospective intelligence officers had been presumably well-screened by their recruiters. After the establishment of the Selection-Assessment School, through which students were required to go before entering training, only one student out of ten failed to complete the course successfully.

I. Purpose and Principles

It is planned to use a modified and limited set-up in the Office of Training to assess applicants for important psychological qualities which cannot be tapped by means of paper-and-pencil objective-type tests. The testing program will be used to measure the applicant's mental and intellectual fitness for research; the assessment will reveal his psychological fitness for executive and operational posts. The assessment procedures will attempt to measure characteristics of the applicant such as:

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- a. His ability to devise solutions to difficult practical problems; e.g., "What measures should be taken to nullify communism and increase the acceptance of democracy by peoples throughout the world?"
- b. His ability to take the lead, the initiative, in situations where no leader is designated.
- c. His ability to carry out his leadership responsibilities when he is assigned the task of being a leader in a specific situation; his ability to persuade and inspire others.
- d. His degree of frustration tolerance; his ability to work under stress and tension.
- e. His effectiveness and capacity to work as a cooperative member of a team; his sense of discipline.
- f. His insight into his motivations and those of others; his acceptance of criticism and his degree of objectivity in analyzing his mistakes.
- g. His attitudes toward military and civilian personnel in this country; and his attitude toward natives of other countries.
- h. His attitudes toward important problems of national security.
- i. His ability to think and speak on his feet.
- j. His energy, drive, zeal and motivation for CIA work.
- k. His ability to organize his thoughts on paper. Can he write clear, concise, well-organized reports?

These and many other characteristics, which will be observed in the assessment process, are important in the training and placement of a person in this Agency.

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This was implemented later in 1951, as you know.

APPENDIX D

ARRANGEMENTS WITH ARMED FORCES FOR TRAINING OF PROFESSIONAL
TRAINEES

This Appendix will be written when negotiations with the Department of Defense are successfully completed.

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~~SECRET~~APPENDIX ELANGUAGE PROGRAM FOR TRAINEES

(Because of the current needs of the Agency, the language presently taught is Russian. The same methods can be used for other languages.)

A. Organization

Number of students in each group----- 20-30

Length of course----- 12 weeks

Hours----- 20 hours per week;
8 A.M. - 12 Noon
Monday through Friday

B. Program of instruction

(1) Descriptive grammar and theory----- 2 hours weekly
(24 hours)

(2) Group drill - phonology, spoken language,
reading drills----- 8 hours weekly
(96 hours)

(3) Individual laboratory drill for spoken
and written language----- 10 hours weekly
(120 hours)

C. Objective

(1) Foundation for proficiency in use of spoken and
written language.

(2) Basic knowledge of phonology, structure, and grammar.

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- (3) Active non-cognate vocabulary for everyday life situations - approximately 400 words.
- (4) Passive recognition knowledge of cognate vocabulary - newspaper level, 700 words.
- (5) Essential verbs and declension forms.

D. Objectives

At the end of this period, the average student should be able to use the spoken language with reasonable fluency, and with oral accuracy so that he can be readily understood. His oral skill will be limited to everyday life situations, with a spontaneous active vocabulary of some 400 words. His auditory recognition skill should be much broader, covering possibly 750 words.

II. Follow-Up

After this foundation course, selected students should be directed to continue their language training at the rate of five weekly hours of laboratory drill in the CIA Language School Laboratory to increase their skill in the use of the spoken and written language. One additional hour per week should be provided for remedial and corrective linguistic analysis. If this in-service internal training program is continued at the rate indicated for about 18 months, the student should have a good active command of the language.

Through consultation with the several offices, in-service training can be focused on the acquisition of specialized terminology in various technical fields.

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APPENDIX F

THE BASIC TRAINING PROGRAM OF THE CIA INTELLIGENCE SCHOOL

A. Discussion

The Basic training of this school is designed to give the trainee the knowledge and skills basic to intelligence. The program will remain flexible, so that it may be tailored to suit the needs of each new group. The early courses cannot turn out finished Intelligence Officers, but the graduates will enter their jobs better prepared than heretofore.

B. Program

The program will consist of:

- (1) Necessary lectures on orientation, mission and security.
- (2) Structure of U. S. Government and CIA's role therein.
- (3) Missions of Intelligence Advisory Committee Agencies.
- (4) Organization of CIA.
- (5) Lectures on the World Situation, Foreign Policy, the Soviet Government, History, etc.
- (6) Methods employed in intelligence.

The tentative twelve week program will be interspersed with problems and training films, and selections for readings in foreign languages.

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APPENDIX GEVALUATION OF PROFESSIONAL TRAINEES DURING TRAINING

Each trainee will be subjected to a running evaluation during Basic Training in order to systematize, verify and extend the knowledge of his aptitudes obtained by testing and assessment prior to his employment (Appendix C), and to determine his potential so that he may best be trained and placed. Within six months after a trainee has been placed, his supervisor will be asked to evaluate him.

A. Evaluation During Training

The Evaluation Psychologist, the Chief Instructor, and the Instructors will periodically rate each student in terms of performance in courses, personality, and ranking in comparison with other students, in order to determine his outstanding strengths and weaknesses.

The following rating system will be used:

<u>Ratings</u>	<u>Definitions of Ratings</u>	<u>Percentile Equivalents</u>
Superior	: An extremely outstanding performance	98-100
Excellent	: An outstanding performance, definitely above average	85-97
Satisfactory	: Requirements met without distinction	50-84
Mediocre	: Minimum requirements barely met	16-49
Poor	: A deficient performance. Definitely below average	3-15
Failure	: An extremely deficient performance	0-2

Note: The derivation of the ratings from the normal distribution curve does not imply that the students would be marked "on the curve" -- which is an arbitrary statistical interpretation of human variability. The students will be rated

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in terms of their ability to hold career jobs in the Agency. In some classes it is conceivable that all students will qualify. It would be spurious, therefore, to fail some of them merely to conform to the iniquitous practice of marking on the curve.

Students rated low will be carefully studied to determine whether they can be improved, or should be dismissed.

A final evaluation will be sent to the Director of Training, and will be used as one of the bases for initial placement.

B. Evaluation after Initial Placement

Supervisors of trainees will be asked to evaluate them from four to six months after initial placement. The evaluations will be studied by the staffs of the Office of Training and Personnel, and by the Assistant Director, as a check on selection, training and placement. Trainees who present a problem at this stage will be carefully studied, to determine whether they should be placed in another position, or dismissed.

If a trainee undergoes an important change of position in his first two years in the Agency, a similar evaluation will be made from four to six months after the change.

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Pages 38 to 51:

This may not be as applicable in 1964 as it was in 1951. But we'd at least have an Agency Career Management Program today if we'd given the 1951 proposal a trial.

APPENDIX I

IDENTIFICATION OF CAREER CORPS: CAREER MANAGEMENT PROGRAM

In this study of career or management development there is carried forward the conception of a limited and elite group implied in General Smith's letter to The Honorable John McCloy, 17 March 1951. Its procedures and techniques are directed to the identification of the Career Corps. The ticket of admission to the group is demonstrated ability on the job. The following are proposed:

1. The formation of a Board of Examination and Review at the Director-Deputy Director level of the Agency and Boards of Review at the Office level. (Section A)
2. Annual appraisal of employees by their supervisors and/or associates (Section B) to take place against developing job-performance requirements (Section C).
3. Restriction to non-clerical personnel in the GS 9-13 level inclusive, i.e., the most likely career group. The rationale for this position is set forth in Section D.
4. Emphasis away from rating (the Civil Service concept) and directed toward what the employee can do and what may be done to improve and prepare him or her for higher level service.
5. The first step objective is to train and ground supervisors in appraisal technique; the second step objective is to identify pools or inventory of "potential" (see Section E for discussion of possible application of the duPont Company "skimmer chart" technique); with the final objective, a job-rotation program (Section C,2) for identified potential as and when the tight manpower condition can be relieved.

Given the manpower shortage of today, it is felt that this Agency can ill afford either inadvertently, or more important

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through lack of training, to overlook the "potential" now on board. In addition the program should benefit morale, aid recruitment, and sharpen-up the application of training facilities (Section F).

This study has grown out of the consideration of some ten or twelve comparable industrial plans, those of Air Force and Navy; and a review of certain "status and efficiency" and other reports in being or contemplated in the Agency (Section G).

It is recommended that the program be administered by a Career Development Staff, and that a man, experienced in this field, be brought in and supported by an adequate staff.

The tie-in of this program to the Professional Trainee Program and to Personnel IBM card system is set forth in Sections H and I.

A. Board(s) of Examination and Review, and of Review

A first requirement for success of the program is active top echelon support. This requires that the Front Office and the Assistant Directors on whose Offices the program impinges understand the objectives of the program and give it their backing.

With this backing forthcoming, it is proposed that a Board of Examination and Review be formed at the Director-Deputy Director level of the Agency. This top-level Committee would sit annually. The function of the Board is set forth in Section V, B, 3 of the Discussion.

Below this Board each Office will have its Board of Review. Its Chairman could be the Deputy Assistant Director; The Training Liaison Officer of each Office could be Secretary. These boards will sit as need arises.

The function of these boards, working with the Career Development Staff is:

1. Develop broad requirements for effective performance at those levels of administrative, professional and

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technical competence contemplated in the proposed program. The objective: a more complete understanding of the fundamentals which make for superior performance in each category and at each level of effort.

2. Measure the individual against the job requirements of the level in which he operates and at the next higher level.
3. In cooperation with the Office of Training, acting through the Training Liaison Officer, develop improved training procedures and applications.
4. In cooperation with the Offices of Training and Personnel, to plan logical Divisional, Intra-Office and Inter-Office rotational circuits and promotions.

It is believed that the effect of the proposed board structure would be to stimulate recognition and development of ability.

B. Appraisal

1. Appraisal and Proposed Application

The proposed procedure and technique of periodic appraisal of an employee by his supervisor is deemed primarily a managerial tool to be line administered. It follows, then, that the method should be:

- a. Geared to and reflect the peculiar problems of the Agency and its individual Offices; and
- b. Decentralized, i.e., the supervisor limited to an appraisal of those he knows or has contact with personally.

2. Appraisal Techniques

The purpose of varying appraisal techniques is identical: to force the supervisor to think in an orderly fashion

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about the people under him, to the end that the appraisals may be meaningful.

In technical jargon the appraisal must be valid, i.e., an accurate measure of the abilities it is supposed to measure, and reliable, i.e., measure the same ability consistently. Actually appraisals are likely to be inaccurate, stereotyped and exhibit "halo effect", i.e., a favorable appraisal stemming from personal predilection rather than from objective analysis.

In an effort to reach objectivity two techniques are currently developing, the Appley technique and the "forced choice" technique.

The Appley technique is employed in the Detroit Edison Plan. Here, some four supervisors who know the individual and his work sit as a panel, with a representative of management development staff sitting-in as coach and moderator.

In the forced choice technique the supervisor is forced to choose between two or more statements as most or least descriptive of the individual. Rating as to determinate traits or characteristics is then derived by statistically weighting the responses to the many alternates. The end product is, theoretically, an accurate and valid appraisal in which "halo effect" and other aberrations are eliminated.

This technique, unfortunately, has the disadvantage common to all codes (it employs a code in the form of a statistical weighting), i.e., it loses its effectiveness when the code is broken. In practice this happens. Supervisors sooner or later become aware of "pay-off" alternates and are guided accordingly.

For these reasons the forced choice technique is rejected here, as is the panel or Appley technique, largely because it would appear that the staff work required would be prohibitive.

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3. Appraisal Form

The ultimate appraisal or evaluation form to be used in the Offices will be worked out by the Chief of the Career Development Staff supported by competent technical help and in cooperation with the Offices, working through the Training Liaison Officer, who as suggested above, would be a member of the Board of Review of the Office in question.

There is attached herewith, however, a proposed form. The thinking behind it is based on the thesis that validity, reliability, and lack of "halo effect" can best be achieved by tying the appraisal closely to specific job requirements both at primary and advanced levels of competence; a practice which has found expression at primary levels in practice in the covert offices (Form 51-53, Status and Efficiency Reports).

The form itself is the best exposition of the general technique proposed. The form is to be regarded as a prototype of general method; it is to be expected that the form, in its detail, will be modified and refined in practice.

The form has been geared to current Navy procedures of rating the individual, not as excellent, average, etc., but as adjudged in the first 10%, next 20%, middle 40% etc., compared "with all others of the same" grade and job family "whose professional abilities are known to you personally." It is felt that this technique again contributes to the objectivity of the appraisal.

Another feature of the proposed form is that rating the individual (in the middle 40% etc.) acts as a coordinate point on a scale. It is believed that this technique has certain advantages:

- a. The employee's performance and potentiality show up visually as a profile.

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- b. A current appraisal can be compared with a prior appraisal by tracing the prior profile and superimposing it on the current profile.

As the profile is placed on a scale which is virtually 1% to 100%, it is possible that an aggregate of scale points can be arrived at. This aggregate of points might be used as a "bonus" factor which might make possible the application of the skimmer technique (See Section E.)

(Note: The question might properly be raised: Why has not one of the more orthodox Executive Development appraisal forms been adopted. The reasons are two: (a) the more objective the job criteria the sounder the appraisal; and (b) it is felt that the usual forms lack validity in life, i.e., they portray the myth of the successful man as conceived by men of success.)

4. Appraisal of Employees

It is proposed that the appraisal of any employee be based on the joint opinion of at least two men who know the man and his work. Where this proves impractical, it is suggested that the individual be asked to appraise himself on the identical blank form. The supervisor may then compare the appraisal with his own. Any variants would be adjusted in a subsequent discussion with the employee (see 5 below).

The single appraiser, i.e., the immediate supervisor (as proposed in the [] report) is not believed to be in the interests of Agency morale. Regardless of the fairness and objectivity of the supervisor, the employee derives far more confidence if more than one individual sits in judgment on him.

5. Discussion of the Appraisal with Employee

The appraisal should be discussed with the employee. Thus the individual is given a chance to express his

interest in advancement and to give his opinion of his own training needs. In this discussion, however, no promises should be made to any individual or participant in the program.

This discussion and interplay between supervisor and subordinate helps bring out the individual's good qualities and his training needs, and thus enables a supervisor to discharge his primary responsibility, i.e., that of developing people entrusted to his care. As experience tends to confirm the observation that employees supervise as they have been supervised, this procedure should ultimately benefit the whole organization.

Practically it is just at this point that the whole appraisal process can be slanted away from a rating concept and directed toward determining what the individual can do and what training can do to improve the individual and prepare him for higher level service.

6. Time Elements in Appraisal

Appraisal will take place annually.

C. Job Performance Criteria and Rotational Circuits

1. Job Families

A primary requirement for success of the proposed program is to:

- a. Establish at the primary (junior) level broad job families that exhibit comparable performance criteria.
- b. Develop specific criteria for effective performance in each broad family at the primary level and at succeeding levels of competence and responsibility within the Agency.

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The objective here is a basic understanding of the real qualities that make for superior performance. Civil Service job descriptions are written primarily to justify certain GS levels, and are not always helpful.

It is believed that a hopeful start has been made toward these requirements in the job families and job requirements which find expression in the proposed appraisal form (Section B). It is anticipated that the Boards of Review (Section A) working with the Career Development Staff will be instrumental in further developing and refining these criteria. This growth will take place through:

- a. Further study of the education, experience and knowledge requirements in job families and for comparable jobs.
- b. A statement from each member of a supervisory group of the requirements to perform his job effectively; and of what he requires in performance from other supervisors reporting to him.

Answers to such studies, edited and sifted by the Boards of Review might well contribute to a more objective understanding of job performance criteria.

It is, of course, far easier to call for meaningful criteria than to produce them, particularly as one proceeds up the scale of competence. Yet appraisal in the absolute or in vacuo results in a lack of objectivity and induces a fuzzy frame of reference in the appraiser.

The development of specific and adequate criteria, then, is vitally important to the success of this program.

2. Rotational Circuits

The defining of job families, as proposed above and in the suggested appraisal form (Section B), is a first

step in determining logical rotation circuits. Thus it appears illogical, at junior or even senior levels, to rotate to an analytical-research job an individual appraised as basically an operational type. It is only at higher echelons of competence and responsibility that such rotation becomes feasible and fruitful. The device suggested in the appraisal form, in which rating on the basis of additive qualifications required for higher levels of competence, will, it is hoped, prove a useful tool in determining fruitful rotations.

Much further study will be required in this field. Such study and the identification and fixing of sound job rotation circuits is a function of the Boards of Review, the Career Development Staff, and the Office of Training.

D. Application

1. Discussion of Application in Depth

This program should be restricted to the GS 9-13 level of non-clerical personnel. Again the thinking behind this proposal is that of restriction to a career group in line with General Smith's conception.

The rationale for the selection of the GS-9 level, as the lower limit in this program, follows.

As one goes down the employee pyramid in a program of this kind, a law of diminishing return sets in. More and more appraisals are required but the chances of uncovering "potential" are not proportionately improved. What one is really doing is spending current funds (as a measure of effort) for a hoped-for future return. By restricting the program to the proposed group, the Agency is assured maximum return on effort expended.

Many a program of this kind has been smothered to death by its own weight. The proposed application cuts down weight. Method in this technique is only refined by trial-and-error. The approach herein proposed means

that method can be refined at a relatively low cost. If and when feasible and desired the program can always be extended up or down the pyramid.

2. Time Elements in Reaching Grades

An analysis of the time elements involved in average personnel progression or rise within the Agency shows the following: (These statistics are an educated guess by Personnel and must be substantiated by further analysis.)

<u>To Rise From</u>	<u>Average Time</u>	<u>Assume</u>
GS-5 to 7	6 to 8 mos.	0.8 yrs.
GS-7 to 9	12 to 18 mos.	1.2 yrs.
GS-5 to 9		2.0 yrs.

The GS-9 level embraces Journeyman Intelligence Officers, Research Analysts and other comparable professional personnel. All operative supervisors and administrative officers are above this level. While many trainees for professional jobs are brought into the Agency at GS-5, the rise to GS-7 is rapid; some 6 or 8 months on an average.

This program is built around two theses (a) that the price of admission into the Career Development Program should be on-the-job survival ability, and (b) that the program is directed toward the really able. The period of 1.2 years for the GS-7 inductee and 2 years for the GS-5 inductee appears a reasonable time element for any individual of career potential to reach the pick-up point, i.e., GS-9, (it is proposed that the Professional Trainee will enter the organization and, after initial training, be forced to demonstrate by on-the-job performance an ability to survive and advance for a two-year period). Theoretically, therefore

the proposed "in depth" application of this program is ethically justifiable.

3. Number of Employees Involved

Based on Personnel figures (somewhat tentative at this time) it is estimated that there are approximately [] employees in the GS 9-13 level. There are approximately [] excluded from all these figures). Hence the Career Development Program contemplates embracing approximately 30% of Agency personnel. As a check point, based on comparable personnel, industrial companies tend to cover some 20% of their employees in comparable programs.

E. "Skimmer Chart" Theory

The duPont Company "skimmer chart" technique is really an adaptation of the age-in-grade idea of the services slanted toward a constructive purpose rather than toward a negative one (elimination).

In the duPont technique, all employees who receive an annual compensation (including bonus) in excess of a predetermined amount are for each age arrayed in a descending order of compensation. These arrays permit the identification of a compensation point at each age that selects or "skims" a specified percentage of the arrayed employees; say 30% of those arrayed at age 30, etc. Specified percentages are decreased as age increases.

There results a scatter diagram of "selection points" from which is derived a "Selection Line" by visual or mathematical processes. This is a total company line (it is based on all employees above a predetermined level). The company selection line is used on the departmental charts. This makes it possible to judge departmental experience against the background of total company experience.

In this technique all individuals above the selection line are "potential" for higher responsibilities and advancement. They are the dePont Company's career corps.

Possible Adaptation to CIA

A characteristic of industry is (1) a rapidly rising salary scale (2) little tendency for salaries to cluster at a given dollar level, and (3) salary scale which is made to rise even more rapidly by corporate bonus systems. Government employment is just the opposite. The salary scale is greatly compressed; there are clusters at each GS level; and the age groupings appear much less defined.

Given these difficulties, the primary question is whether the technique exhibits validity when applied to CIA personnel.

To test this, a pilot plant run was made on [] names, GS 9 through GS 14. Any individual was deemed "potential" and marked for examination on the following basis: at GS 9 if 26 year old or under; at GS 11 if 28 years or under; at GS 12 if 31 years and under; at GS 13 if 33 years and under; at GS 14 if 37 years and under. This resulted in [] names (had application of the duPont Company's decreasing skimmer percentage been made there would have been [] names).

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These names were then shown to a senior executive with broad experience and contacts in the Agency. This officer's review indicated that this age-grade technique was a valid identification of potentiality.

The primary obstacle to adapting the duPont technique in its entirety (i.e., skimming a designated top percentage at each age level to produce a Selection Line) lies in the clusters of personnel at each GS level. Possibly this difficulty could be met by the introduction of a "bonus factor", stemming from the proposed year-end appraisal. The effect would be to break up the personnel clusters and make possible the skimmer technique.

An adaptation of the skimmer chart technique to this Agency would give the Director of Central Intelligence, his Deputies and the Assistant Directors a most useful administrative tool. It is recommended that further study be given to this technique and that, following the proposed year-end appraisals, an attempt be made by the introduction of a valid "bonus factor" or by other means, to adapt the technique to CIA career identification.

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(Appendix I)

F. Benefits of Program

Three and possibly four methods are envisaged here by which to identify potential in CIA: (1) by tests and assessment, (2) by competitive examinations, (3) by appraisal, and (4) by skimmer technique. In many of its phases the program begins with a sharpening-up, extension and more conscious application of things (size-up and thought of potential) which have been done in the past. These benefits should flow:

1. Ability on board is less likely to be overlooked or fail to reach its "potential", and waste of talent will be reduced. Incompetence will be exposed.
2. Agency morale should be improved, possibly also recruitment. Men and women will know that if they can demonstrate ability on the job, they will be watched for promotion.

Beyond these benefits is the important one of training. Out of consideration of job requirements for broad levels of competence, there can be obtained a clear picture of what training can be expected to accomplish. If the training requirements of the Offices can be pin-pointed, with tailored programs made possible for the individual or small groups who have similar needs, the ground-work is laid for the greatest usefulness of the Training Office.

However, a note of caution must be sounded. One must not lose sight of the fact that each of the techniques herein proposed is fallible and that all represent an art that is fluid and inexact at best. For this reason, reliance has been placed on several methods, since, while one alone might fail, it is unlikely all methods would fail.

It is to be expected that this program will encounter many difficulties. They all do and thus they experience a high mortality. These difficulties and this possibility will not be absent in this Agency. Success, if won, will only stem from a high measure of high level support, together with extremely adequate and competent staff work.

G. Review of Management Development Plans in Industry and Elsewhere

The Agency has not been unmindful of development procedures. There was high-level consideration of the problem some years ago. Introduction was opposed on the grounds of the lack of an IBM system (since corrected), and in addition it was thought that the manpower deficiency militated against application.

Agency experience in the past has been studied, and the plans of some ten or twelve industrial companies, and of one consulting engineering firm for its professional staff; the Officers Fitness Report of the Navy, and the report of Officer Effectiveness of the Air Force have been examined.

H. Tie-In to Professional Trainee Program

The Professional Trainee Program is, in effect, a high-level "potential" recruitment program, coupled with a basic educational or training effort to ground the individual in intelligence and area. It is proposed that at the end of an initial course, the participant be assigned to one of the Offices.

It has been the general experience of industry that college recruits are accepted by the line organization if there is faith in management's ability to weed out poorer recruits. Under the contemplated plan, trainees would be forced to demonstrate a survival value and an ability to rise, in the usual manner and on the job, in order to be picked up at GS 9 level in the proposed Career Development Program. This would appear to meet effectively any criticism of "favoritism" in the Professional Trainee Program.

I. Tie-In to IBM Control

The various "potentialities" of administrative, professional and/or scientific personnel identified in the Career Development Program; pertinent data relating to significant education; area experience, the employee age and "age-performance" index, etc., can be easily carried on Personnel's IBM records. In conjunction with the Offices, other pertinent data could be developed in as much detail as desired. Staff would work this out with the Boards of Review.

Pages 52 to 55:

This is essentially what the Training Selection Board would like to do today.

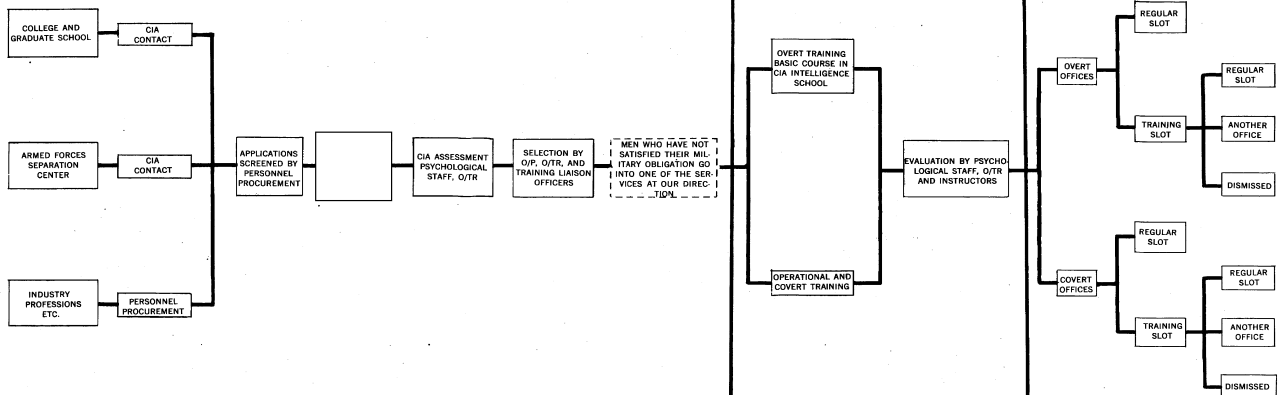
I.
SELECTION CRITERIA FOR
PROFESSIONAL TRAINEE

II.
RECRUITMENT OF PROFESSIONAL
TRAINEES BY O/P AND O/TR

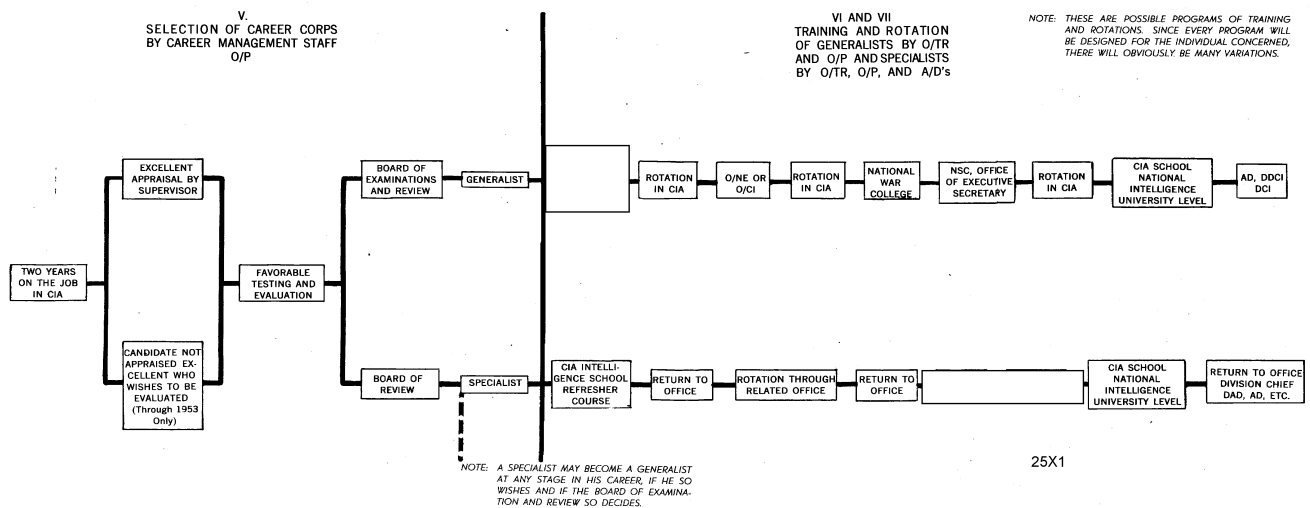
III.
BASIC TRAINING BY O/TR

IV.
INITIAL PLACEMENT BY O/P, O/TR
TRAINING LIAISON OFFICERS

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SUPERIOR IN:
Intelligence
Psychological
characteristics
Interests
Performance



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APPENDIX J

EVALUATION OF OUTSTANDING CANDIDATES FOR THE CAREER CORPS

Each year the Director of Personnel will have his Staff compile a list of CIA employees who have worked for the Agency for at least two years, and who should be considered as candidates for the Career Corps. His compilation would be made from appraisals submitted by supervisors, from applications submitted by employees who have not been recommended by supervisors, and from analysis of Skimmer charts.

The Director of Personnel would review the list, strike out candidates who could not possibly qualify, and then schedule all of the remaining candidates for testing to determine which of them passed minimal test standards.

A. TESTING

A battery of objective tests would be given to candidates. The battery would include tests and questionnaires on:

1. Mental speed and learning ability.
2. Logical reasoning, analysis of evidence, and open mindedness.
3. Verbal intelligence.
4. Current and world affairs, including important historical and economic facts and principles.
5. Vocational interests and work conditions inventories.
6. Temperament and personality.
7. Written interview questionnaire.
8. Language aptitude and proficiency.
9. Knowledge of intelligence activities.

This testing battery would be geared to the adult and mature level characteristic of CIA employees. Test items would be written which would have face validity for intelligence personnel. Allowances would be made on test scores for age and degree of education, and the tests would be constructed to measure experience, knowledge, and attitudes learned on the job as a result of CIA employment.

In some cases the candidates would have taken a few of the tests before. This would be true of employees who had been hired as professional trainees. Tests previously administered would not be repeated, but the candidates would be given the more advanced tests which are specifically applicable to CIA employees, such as the test dealing with knowledge of intelligence activities.

The tests would be developed, administered, and scored by the Psychological Staff of the Office of Training.

In order to receive serious consideration for career positions candidates would have to obtain passing scores on the battery of objective tests. The passing (i.e., critical) scores would be determined by the Director of Personnel, assisted on technical aspects of the problem by the Psychological Staff of the Office of Training.

The Director of Personnel will schedule those candidates who received passing test scores for assessment.

B. ASSESSMENT

The assessment, like the testing battery, would be geared to CIA employees and standards. Situation tests, interviews, and planning problems would differ from those outlined in Appendix C, which deals with assessment of applicant trainees. Assessment procedures outlined in Appendix C would, in part, be adopted but they would be revised and adapted for Agency employees. Since so much more is known about a CIA employee than an applicant for a CIA job, the Assessment Team could work at a more advanced level and could do a more refined job of assessment analysis.

The Assessment Team would search for answers to such questions as:

1. Is the employee best suited for active field operations? For a Washington Headquarters assignment? For an administrative support role? Is he one of those few persons who can do all such jobs equally well?
2. Is he a good organizer, executive, and leader?
3. Is he best in "lone wolf" operations, either in the field as an operative, or in Washington as a research beaver?
4. Does he have promise as an intelligence analyst, as an intelligence synthesizer, or as a report writer?
5. Is he creative, imaginative, and such a constructive thinker that he could be used as a planner?

In analyzing the employee's capabilities the Assessment Team would interpret its findings in terms of all available evidence, such as:

1. Results of the objective test battery.
2. Training evaluation reports, if available.
3. Appraisal and efficiency reports by supervisors.
4. Records of accomplishment in CIA.

The Assessment Report would then summarize the findings on the employee in terms of his interests, aptitudes, motivations, social skills, job proficiencies, temperament, attitudes, and personality. The Assessment Report would be sent to the Director of Personnel with suggestions in respect to the employee's possible use as a generalist or specialist.

C. FINAL REVIEW

The Director of Personnel would then schedule the most outstanding candidates for final evaluation. Possible

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generalists would be evaluated by the Board of Examination and Review, and possible specialists would be evaluated by the Board(s) of Review. In some instances the Board of Examination and Review might reject a candidate as a generalist but recommend his evaluation as a specialist by one of the Boards of Review.

Since considerable time and thought would have been devoted to the analysis of individual capabilities, the results of such studies would prove fruitful even for those employees who were not selected for career positions, because the Office of Personnel would have valuable information which would permit placing the employee in position best fitting his talents, and he could be advised as how he should train and prepare himself for most rapid advancement.

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(Appendix J)

Pages 56 to 68:

Again, this is what the Training Selection Board should be concerned with.

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APPENDIX K

ROTATION PLAN FOR CAREER TRAINING - SPECIALISTS

A. DEFINITION

For the Career Training Program a specialist is a person so designated by a Board of Review (Section V, B, 3, and defined in Section V, C, 1).

At any point in his career a specialist may have his designation changed by the Board for Examination and Review to that of generalist (defined in V, C, 2, and Appendix N).

B. AIM OF ROTATION OF SPECIALISTS

A basic requirement for any specialist training program is that the specialist will return from training to his own office for permanent employment. Consequently, the aim of all his training must be to improve his competence in and usefulness to that office.

C. SCOPE OR ROTATION PLAN

Depending upon the mission and needs of the individual office, a specialist may be rotated through training leading to competence in any or all of four major fields:

- (1) Operational
- (2) Administrative
- (3) Analytical - Research
- (4) Technical

The long-range emphasis will be placed on those fields that are considered essential for the job the specialist is ultimately expected to hold.

D. TYPICAL ROTATION PLAN

There follows a typical rotation plan, in seven phases, for specialists. Its purpose is primarily to indicate the scope of training contemplated rather than to present a specific pattern that a particular individual must follow. All phases of the training will be tailored, with the Assistant Director's approval, in each instance to fit the person's needs and potential.

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(Appendix K)

Phase 1 -

1 year

CIA Intelligence School (Appendix L)

Refresher course, to include:

- a. Extensive area study or functional study of his area.
- b. Preparation of an Intelligence Survey on National Intelligence level.

Phase 2 -

2 years

Regularly Assigned Office

Return to assigned office and continue work there.

Phase 3 -

1 year

Rotation Through a Related Office

(Office of Current Intelligence assumed - if Office of Operations, Office of Special Operations or Office of Policy Coordination, this may consist of a tour abroad of one to two years)

- a. Three months in the Soviet Division of the Support Group.
- b. Three months in the Eastern Division of the same Group.
- c. Three months in the Western Division of the same Group.
- d. One month in Operations.
- e. One month in Situation Room - study and participate in briefing problems.
- f. One month in liaison duties with those sections of the other intelligence agencies concerned with Office of Current Intelligence activities.

- g. This phase may be supplemented by from 3 to 6 months in a Service Intelligence School.

Phase 4 -

2 years

Regularly Assigned Office

Return to assigned office and continue work there.

Phase 5 -

1 year



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- b. Study collecting and reporting problems.
- c. Suggested alternates for this phase include a tour of approximately one year at either the Army War College, Naval War College or Air War College.

Phase 6 -

2 years

Regularly Assigned Office and a Related One

Return to assigned office and continue work there one year, followed by one year in a related office.

Phase 7 -

3-12 months

National Intelligence - University Level

- a. Study threats to U. S. national security stemming from the particular area in which he has specialized.
- b. Study means by which Intelligence may best support U. S. national planning and policy in foreign relations.

- c. Work during this phase in company with policy and planning officers from key government agencies.
- d. The specialist returns to his office for an assignment of importance and responsibility at the end of the cycle of training and rotation.

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APPENDIX L

ADVANCED TRAINING - CIA INTELLIGENCE SCHOOL

The advanced training will be in the nature of a refresher course for experienced specialists. The program will aim for twelve months duration. In this course the student will:

- (1) Receive lectures from eminent and qualified visitors.
- (2) Engage in extensive area reading and study.
- (3) Prepare an Intelligence Survey on a National Intelligence level.
- (4) Engage in supplementary area studies at suitable universities.
- (5) If possible, spend some time abroad.

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(Appendix L)

~~SECRET~~APPENDIX MLANGUAGE TRAINING FOR SPECIALISTS

Language training will be made available for specialists as the need arises. Much of this training can and should take place outside the Agency, in existing institutions. Some, however, will be provided by the Office of Training within the Agency, and the use of the CIA audio-visual laboratory equipment will enable language proficiency to be maintained and improved upon.

Arrangements for such training are presently being made.

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(Appendix M)

APPENDIX NROTATION PLAN FOR CAREER TRAINING - GENERALISTSA. DEFINITION

For the Career Training program a generalist is an employee who meets the standards defined in V, C, 2, and VII, and is so designated by the Board for Examination and Review. (V, B, 3)

B. AIM OF ROTATION OF GENERALISTS

The aim of rotation of generalists is to arm them with a broad, first-hand familiarity with the role of National Intelligence in the Government structure.

C. SCOPE OF ROTATION PLAN

The rotation plan for a generalist must be of the widest scope, and not tied to the mission or needs of a particular Agency office. It should lead to the broadest practical competence in the first three of the following fields and an appropriately restricted competence in the fourth:

- (1) Operational
- (2) Administrative
- (3) Analytical - Research
- (4) Technical

D. TYPICAL ROTATION PLAN

There follows a typical rotation plan, in nine phases, for generalists. It is assumed that the generalist has completed all or part of a rotation plan for specialists and has then completed a year or two of duty in his regular office before selection as a generalist. Its purpose is primarily to indicate the scope of training rather than present a specific pattern that a particular person must follow. All phases of the training will be tailored in each instance to fit the individual's needs and potential.

Phase 1 -

1 year



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b.

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Phase 2 -

1 year

Assignment in the Agency

Return to an appropriate assignment in the Agency

Phase 3 -

1 year

Rotation through the Office of National Estimates
(or the Office of Current Intelligence if regularly
assigned to O/NE)

Phase 4 -

2 years

Assignment in the Agency

Return to an appropriate assignment in the Agency

Phase 5 -

1 year

Attendance at National War College

Phase 6 -

2 years

Assignment in the Agency

Return to an appropriate assignment in the Agency

Phase 7 -

1 year

Office of Executive Secretary, National Security Council

Participate in National Security Council Senior Staff meetings

Phase 8 -

1 year

Assignment in the Agency

Return to an appropriate assignment in the Agency

Phase 9 -

9 months

National Intelligence - University Level (Appendix R)

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(Appendix N)

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Study on a joint basis:

- a. Intelligence doctrine
- b. Intelligence methodology
- c. New directions Intelligence must take

Then return to the Agency, for a high-level assignment as a generalist.

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(Appendix N)

APPENDIX OCAREER TRAINING - INTELLIGENCE ADVISORY COMMITTEE EMPLOYEESA. Introduction

The problems and conclusions here presented now apply to career commissioned personnel of the three military services who are assigned to the Agency as part of their normal active duty rotation. However, the assignment to the Agency of career personnel of State, or any other Department or Agency, would impose similar problems requiring equally careful resolution.

B. Background

As of 1 June 1951, the Agency had on board or ordered some active duty commissioned military personnel against an allowance of . The Agency needs many more of this category of personnel, and, it is understood, has recently received authorization for an additional allowance of .

C. Problem

The Agency bears a two-fold responsibility in job assignments of these personnel:

- (1) On the one hand they should be used where their general and specialized skills will be of maximum practicable benefit to the Agency.
- (2) On the other hand their employment by the Agency should further the career training of the individual officer and should be appropriate in responsibility and functions to the rank and experience of the officer.

If the Agency does not meet these responsibilities of placement and training, the impact on the Services is likely to result in their effort to fill a bare minimum of CIA billets, and further a tendency to withhold from assignment to CIA the superior officers the Agency needs.

Informal spot check indicates that in some instances the Agency has failed to meet these placement and training responsibilities.

D. Comment

The following, while representing merely tentative conclusions, points the direction of the study currently in process by the Office of Training:

- (1) A top-level Agency policy is essential to guide the placement and training of assigned active-duty military personnel. A high-level monitoring is required to insure that this policy is implemented throughout the Agency.
- (2) Appropriate Agency slots should be designated to be filled by military only or optional military-civilian. Active duty military personnel should be assigned only in these slots unless specific exception is authorized by the Director of Personnel. These slots should at all times total the same as the then current CIA approved allowance of active-duty military personnel.
- (3) Each of these slots should bear a job description that clearly justifies the employment of an active-duty military officer and will form the basis for qualifications requested when levy is made on the military services for assignment of personnel.

E. Recommendations

This appendix is included here because of its relevance to the over-all problem of career corps in CIA. It describes, however, a distinct and separate problem that may be resolved apart from the development of a Career Corps Program for civilian Agency employees. Pertinent recommendations will therefore be submitted separately.

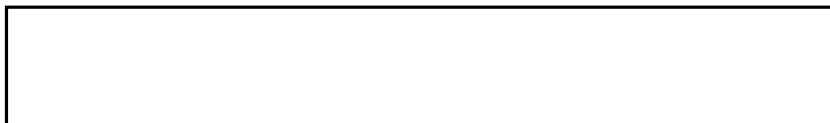
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APPENDIX P

IMPLEMENTATION OF UNIVERSITY AND INDUSTRIAL TRAINING

A very important part of the Agency's career training needs can be met only by universities and industrial firms. The university contacts established for the program of recruitment will be of great help in arranging programs in the universities. It will be the policy of the Agency to establish internal training courses only when the specialized nature of the instruction, lack of outside facilities, or security make it necessary.

- A. There will be little difficulty in arranging for well qualified persons to study under existing university programs, provided that application is made before the program is filled. The need for early application is particularly great in the scientific fields, where laboratory space rigidly limits the number of students who can be accepted.
- B. In certain fields, particularly those of scientific intelligence and perhaps some area studies, tailored programs must be arranged with outstanding institutions, or within the Agency, preferably the former. The curriculum and emphasis must be arranged with our needs in mind, and the length of the course, which is an obstacle to the use of many existing programs, must not exceed one academic year. Special summer sessions will meet many of our needs.

So that full use may be made of the institution's facilities and personnel, and so that students will receive full benefit from contacts and discussion, the courses will be unclassified, and open to other than Agency personnel. (The latter may be a source for recruitment.) Classified instruction will be carried out within the Agency.



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Pages 69 to 71:

We've been talking about these since 1951!

APPENDIX Q

CAREER BENEFITS AND SECURITY

A. This appendix summarizes career incentive benefits that the Central Intelligence Agency may offer its employees under general or specific provisions of current legislation. Requirements for implementing specific actions are indicated.

B. The Central Intelligence Agency may offer these benefits:

I. Action

Apply to appropriate CIA personnel time and one-half service credit against retirement for all service under certain hardship or hazardous conditions.

Comment

- a. In effect, this permits retirement at the age of 50 after 20 years of government service with the same retirement pay that would normally accrue after a full 30 years service. Also, for each year of service beyond 20 years, the employee would receive an increased annuity.
- b. To implement this action would require that the Agency consummate an agreement with the Civil Service Commission authorizing the application to Agency employees, under broadly defined circumstances, legislation currently applicable to certain personnel of the Federal Bureau of Investigation and the Treasury Department.

II. Action

Increase base salary for service involving unusual hazard or hardship.

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(Appendix Q)

Next 1 Page(s) In Document Exempt

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APPENDIX R

GRADUATE TRAINING - CIA INTELLIGENCE SCHOOL

This training is for the generalist who may become an Assistant Director or a Deputy, or for an existing Assistant Director or Deputy.

The purpose of the program will be that of studying, on a joint basis, intelligence doctrine, methodology and new directions that intelligence work must take.

Specific intelligence problems may be studied exhaustively in the Graduate School by selected graduates of the National War College, members of the State Department, other intelligence agencies, and the Central Intelligence Agency.

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(Appendix R)

Name		Classification
Office	Period of Report From To	
<input type="checkbox"/> Reassignment of Officer	<input type="checkbox"/> Regular Annual	<input type="checkbox"/> Special

Duties since last report:

Has duty changed since last report ☐ Yes ☐ No

Courses or other experiences completed:

Proficiencies in languages:

Successing sections filled by supervisor	Name of supervisor	Official status to subordinates
Is employee qualified for all his present duties <input type="checkbox"/> Yes <input type="checkbox"/> No	(Check one) <input type="checkbox"/> Definitely <input type="checkbox"/> Prefer not not want him to have him (Unsatisfactory)	<input type="checkbox"/> Be satis- fied to have him have him (Unsatisfactory)
	<input type="checkbox"/> Be pleased to have him to have his (Unsatisfactory)	<input type="checkbox"/> Partial desire him

Personal qualifications general (list only outstanding qualifications either above or below average):

Strongest single qualification:

Most noticeable weakness:

Considering all officers of comparable duty whose professional abilities are known to you	<input type="checkbox"/> Under no cir- cumstan- ces	<input type="checkbox"/> If 90% were to be pro- moted	<input type="checkbox"/> If 70% were to be pro- moted	<input type="checkbox"/> If 50% were to be pro- moted	<input type="checkbox"/> If only 10% were to be promoted
Would you promote him:	Comparison based on group of <input type="checkbox"/> 10 or less <input type="checkbox"/> 10 to 50 <input type="checkbox"/> 50 to 100				

Potential (what is the next step ahead for this individual and does he have further potential beyond next step? If so, outline):

☐ Immediately promotable ☐ Promotable upon completion of action below

Action: ☐ Leave on job ☐ Terminate ☐ Promote

(Recommend action for improvement such as Training, Change of attitude, Change in pay, Encouragement, etc.)

(Check one) I consider this report to be ☐ Satisfactory ☐ Unsatisfactory

Signed

Signed

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To: SUPERVISORS

To eliminate lack of objectivity and "halo effect" supervisors are instructed to appraise the individual under the following procedures:

FIRST - Identify the individual in one of the following job families: OPERATIONAL; ANALYTICAL-RESEARCH; ADMINISTRATIVE; or TECHNICAL.

SECOND - Appraise the individual against the specific job criteria of his basic family.

THIRD - Appraise the individual against the ADDITIVE criteria necessary at higher levels of competence and responsibility.

In identifying the individual in a job family, the individual's FUNCTION is the determinate factor, not his Office or Division.

Having identified the individual in a SINGLE job family, the individual's abilities or "potentiality" for greater breadth of service and higher responsibility are to be appraised against the ADDITIVE criteria.

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This job family is grounded in action; organizing it, planning it, getting it done. As action is played with and against people, these characteristics identify this type: an ability to meet with, live with and get the most out of people; and to create enthusiasms, pride in mission and sense of mattering. Area and subject are important but as handmaidens of action, i.e., knowledge that dictates feasibility or reveals vulnerability. In the exceptional individual there may be large analytical and research abilities, but the prototype is the extrovert and man-of-action.

For each factor observed circle the appropriate point to indicate how the officer compares with all others of comparable duty whose professional abilities are known to you personally. Do not limit this comparison only to others now under your command. Do not hesitate to mark "Not observed" on any quality when appropriate.

		20%	40%	20%	
H I G H	L O W	<input type="checkbox"/> I identify this employee as operational			
		GETTING THE JOB DONE			
		PLANNING AND ORGANIZING THE JOB			
		ABILITY WITH PEOPLE AND TEAMPLAY			
		KNOWLEDGE OF AREA OR SUBJECT			
		TACT AND DISCRETION			
		REPORTORIAL ABILITY VERBAL AND WRITTEN			
		SENSE OF RELATIVE IMPORTANCE			
		NON-GULLIBILITY EVASION AND DECEIT			
		ADJUSTMENT TO TRYING HOURS AND CONDITIONS			

Remarks:

Note: Indicate rating by a coordinate point on lower line.

No individual comes by these qualifications easily or lightly. Yet in whole or in part, they are required for higher echelon work in this Agency. As only the exceptional individual could hope to rate highly in this section, appraisal will be carefully scrutinized for "halo effect".

For each factor observed circle the appropriate point to indicate how the officer compares with all others of comparable duty whose professional abilities are known to you personally. Do not limit this comparison only to others now under your command. Do not hesitate to mark "not observed" on any quality when appropriate.

		20%	40%	20%	LOW	Check here if appraisal is intended to relate to a latent ability or "potential"
SUBSTANTIVE	HIGH					INTELLIGENCE INSIGHT AND ACUMEN
						ABILITY TO CREATE THE HYPOTHESIS
						DISCIPLINED MIND AND ORDERLY THINKING
						ABILITY TO SUSPEND JUDGMENT
						COOPERATES WITH ASSOCIATES
LIAISON					SENSE OF PERIPHERAL AND DIRECT TIE-INS	
					MOVES FREELY AND EFFECTIVELY WITH EQUALS AND SUPERIORS	
EXECUTIVE					ABILITY TO SUPERVISE	
					ABILITY TO HANDLE AND INSPIRE	
					TO DEVELOP SUBORDINATES	
					TO PLAN AT POLICY AND HIGH LEVEL	
PERSONAL					TENACITY	
					SENSE OF PERSONAL GOAL	
					ADAPTABILITY	
					PHYSICAL ENERGY	
					SELF DISCIPLINE	

Remarks:

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Pages 1, 2, and 4 of the preceding
form (OPERATIONAL) would be combined
with each of the following three
forms to make up a complete appraisal
blank for these job families:
ANALYTICAL-RESEARCH, ADMINISTRATIVE
and TECHNICAL.

SECRET

ANALYTICAL RESEARCH

This job family is grounded in study; reading, scanning and integration. Area and subject are of commanding importance with action a second remove. There is required an absorbed interest in new factual minutia and new relations between facts; a "feel" for analysis (the examination of component parts separately and in relation to the whole) and for research (the revision of accepted conclusions in the light of newly discovered facts). In the exceptional individual there may be operational abilities, but the prototype is the professional or specialist.

☐ I identify this employee analytical research

					KNOWLEDGE OF AREA OR SUBJECT
					OBSERVATION SENSE OF RELATIVE IM- PORTANCE
					RESISTANCE TO TEDIOUS
					SENSE OF AVENUE OF ATTACK
					ANALYTICAL AND RESEARCH ABILITY
					READING COMPRE- HENSION AND "GUTTING A BOOK"
					ABILITY TO DIGEST AND REWRITE
					SENSE OF BEARING OF NEXT DESK'S SPECIALTY
					MEETING DEADLINES

Remarks:

ADMINISTRATIVE

This job family is grounded in good "housekeeping" i.e., knowledge and sane control of procedures coupled with an ability to keep an organization moving freely and smoothly. Knowledge of intelligence techniques is helpful but the requirement is for a generalized knowledge rather than for a specialized understanding. In the exceptional individual there may be a flair for generation of the idea, but the prototype has a native resistance to (rather than thrill in) the new idea coupled with a large facility in picking the flaw and in saying, no.

☐ I identify this employee-administrative

KNOWLEDGE OF
PROCEDURES

PAINSTAKING

BUTTONS THINGS
UP

GETTING THE
JOB DONE

FORSEES AND MEETS
LINES OF OPPOS-
TION

PROPER INTEREST
IN ALL PHASES OF
GROUP'S WORK

MEETS SUPPORT
DEMANDS

ABILITY WITH
PEOPLE AND
TEAMPLAY

ABILITY TO PICK
FLAWS AND SAY NO

Remarks:

T E C H N I C A L

This job family is grounded in technical knowledge of the specialty and the broad field of the specialty. Area and language are handmaidens. The prototype is the technician, the linguist, the engineer and the scientist.

<input type="checkbox"/> I identify this employee-technical				
				KNOWLEDGE OF SPECIALTY
				KNOWLEDGE OF THE BROAD FIELD
				GETTING THE JOB DONE
				KNOWLEDGE OF AREA
				SENSE OF PERIPHERAL OPERATIONS
				ADJUSTMENT TO TRYING HOURS AND CONDITIONS
				ABILITY WITH PEOPLE AND TEAMPLAY
				DISCRETION

Remarks:

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ILLEGIB

Approved For Release 2003/02/27 : CIA-RDP93-00791R000100100001-9

ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:

Director of Training

EXTENSION

NO.

DATE

2 February 1965

STAT

TO: (Officer designation, room number, and building)

DATE

RECEIVED

FORWARDED

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1.

Exec. Off. / DDS&T

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Jack: I meant to give you this today. It's for "saturday morning" reading. I would be interested in your comments relative to our executive development theme.

MBAIRD

STAT